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ABSTRACT

Random samples of 405 traditional credit students at Harper College (3.2% of the student population) and 199 continuing education (CED) students (2.5% of total CED population) were surveyed by mail to provide a fall 1977 student profile. Response rates of 86% for traditional credit and 76% for CED students were obtained. Automated student data and community demographic data were also gathered. Changes among the characteristics of students revealed by the study included: female enrollment continued to grow faster than male enrollment; the proportion of full-time students and day students continued to decline; the average age of students stabilized; fewer students than in the past planned to pursue degrees; and out-of-district enrollment dropped sharply due to one district's change in chargeback policy. The study also examined the following student characteristics: class load size, where and when students enrolled, marital status, number of children, employment, income of independent students and families of dependent students, ethnic background, language most used at home, means of transportation, intention of remaining at Harper, college major, educational background and objectives, reasons for attending Harper, sources of information at Harper, and future plans. Results of the survey are detailed, comparisons of student data with community data are drawn, and the survey instrument is included. (Author/MB)

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STUDENT CHARACTERISTICS AS COMPARED TO THE COMMUNITY PROFILE--1977-1978

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JC 790 277

WILLIAM RAINEY HARPER COLLEGE
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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1977 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES SOME OF WHICH DATA IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION THIS REPORT ANALYZES HARPER'S MARKET PENETRATION. RANDOM SAMPLES OF 405 TRADITIONAL CREDIT STUDENTS (3.2 PERCENT OF TOTAL STUDENT POPULATION) AND 199 CONTINUING EDUCATION STUDENTS (2.5 PERCENT OF TOTAL CED POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 86 PERCENT FOR TRADITIONAL CREDIT AND 76 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS. THE STUDY UNCOVERED SOME CHANGES AMONG THE CHARACTERISTICS OF STUDENTS ATTENDING HARPER. FEMALE ENROLLMENT HAS CONTINUED TO GROW FASTER THAN MALE ENROLLMENT. THE PROPORTION OF FULL-TIME STUDENTS AND DAY STUDENTS CONTINUE TO DECLINE BUT THE AVERAGE AGE OF STUDENTS HAS STABILIZED. OUT-OF-DISTRICT ENROLLMENT DROPPED SHARPLY BECAUSE OF OAKTON'S CHANGE IN CHARGEBACK POLICY BUT THE PERCENTAGE OF THE POPULATION OF SCHAUMBURG AND ELK GROVE TOWNSHIPS ATTENDING TRADITIONAL CREDIT COURSES INCREASED SHARPLY. SIMILARLY, THE PROPORTION OF THE BARRINGTON AREA'S POPULATION ENROLLED IN CONTINUING EDUCATION ROSE DRAMATICALLY. ABOUT A SIXTH OF TRADITIONAL CREDIT ENROLLMENT ATTENDS OFF-CAMPUS AND OVER HALF OF THESE STUDENTS ATTEND MORE THAN ONE CAMPUS. ALMOST A FOURTH OF THE CONTINUING EDUCATION STUDENTS ATTEND OFF-CAMPUS. SOME TWO-THIRDS OF HARPER'S STUDENTS WORK FULL-TIME WHILE ENROLLED HERE AND STUDENTS TEND TO BE FROM FAMILIES WHOSE INCOME IS WELL UNDER THE AVERAGE FOR THE ENTIRE DISTRICT. OVER HALF OF THE TRADITIONAL CREDIT STUDENTS ARE INDEPENDENT AND LIVE AWAY FROM HOME.

A SURPRISINGLY HIGH PROPORTION OF HARPER STUDENTS HAVE HAD SOME TYPE OF POST SECONDARY EDUCATIONAL EXPERIENCE BEFORE ATTENDING HARPER COLLEGE AND ALSO A NUMBER HAVE ALREADY ACHIEVED A BACHELORS DEGREE. CONVENIENCE, RELATIVES AND FRIENDS, AND SPECIFIC PROGRAMS HAVE MOST CONVINCED STUDENTS TO ATTEND HARPER. IN ADDITION FOR CONTINUING EDUCATION STUDENTS, MATERIAL MAILED DIRECTLY TO THEIR HOMES WAS AN IMPORTANT FACTOR. INTERESTINGLY, LOW COST WAS NOT A MAJOR FACTOR IN CONVINCING STUDENTS TO ATTEND HARPER. A GOOD POINT FOR HARPER IS THAT A LARGE PROPORTION OF THESE STUDENTS PLAN TO CONTINUE AT HARPER FOR SOME TIME. OVER THE YEARS THERE HAS BEEN A DECLINE IN THE PERCENT OF STUDENTS SEARCHING FOR A NEW FIELD AND MORE STUDENTS THIS YEAR ARE ENROLLING IN CONTINUING EDUCATION COURSES FOR JUST GENERAL INTEREST REASONS. FEWER STUDENTS THAN IN THE PAST NOW PLAN TO PURSUE DEGREES IN THE FUTURE. OVER HALF OF THE TRADITIONAL CREDIT STUDENTS PLAN TO EITHER BEGIN A NEW OR CONTINUE THEIR PRESENT CAREERS AND LESS THAN A THIRD PLAN TO TRANSFER AFTER LEAVING HARPER.

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Purpose

The purpose of this study was to provide a Fall 1977 student profile for general information purposes. This profile contains data which is not available on the automated student data file. In addition, this study compares student data with community demographic data and allows an analysis of the percentage of various sub-groups of the community reached by Harper. This study is part of the Student Affairs goals to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

Population Surveyed

Among the traditional credit students, a random sample of 405 students was chosen which represent 3.2 percent of the total of 12,631 traditional credit students enrolled in the Fall of 1977. Similarly, a random sample of 198 Continuing Education students was selected which represents 2.5 percent of this CED population of 7,922 students. Responses were received from 349 of 405 traditional credit students for a return rate of 86 percent. Likewise, 150 of the 198 Continuing Education students answered the survey for a 76 percent response rate.

	<u>Traditional Credit Students</u>		<u>Continuing Education Students</u>	
	<u>Number</u>	<u>Response Percent</u>	<u>Number</u>	<u>Response Percent</u>
Mail response	210	51.9	73	36.9
Telephone response	139	34.3	77	38.9
Total response	349	86.2	150	75.8
Non-responses	56	13.8	48	24.2
Total sample	405		198	

A comparison of the respondents profile with the profile of the sample and the entire population indicates the respondents matched the profile of the total student population closely.

Method Used

The instrument, shown in the appendix, is somewhat similar to the one developed for the 1974 survey and used in the 1975 and the 1976 survey. This year's instrument has been modified to a moderate extent. This survey was mailed to the samples described previously with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a reminder postcard. After another three weeks, some of the information was gathered over the telephone from those who had still not responded.

Discussion of Results

Female enrollment continues to grow in the traditional credit area and now represents 54 percent of the student body. This female enrollment represents four percent of the female population over 17 and is a higher population penetration rate than achieved for males. This year there was a big increase in the percent of the female population, 20-25 year olds, enrolled by Harper.

In Continuing Education, females continue to dominate the enrollment as they represent two-thirds of the headcount. There has been a steady growth over the years in the population penetration or the percentage of the female population over 17 enrolled by Harper and has now reached three percent. This is double the penetration rate achieved by Harper for the male population. Growth this year has been particularly high for the female enrollment under 36 years of age.

The average age of Harper's students has stabilized and now averages 26½ for traditional credit and 33½ for Continuing Education. However, the percentage of full-time students in traditional credit continues to decline and now represents less than a third of the student body. Also declining is the percentage of day students among traditional credit. Now about 38½ percent of the traditional credit and 16½ percent of Continuing Education students attend in the day only. Only two percent of traditional credit students attend on the weekend but 13 percent of Continuing Education attend then.

There was a sharp drop in out-of-district enrollment this year caused chiefly by the change in chargeback policy by Oakton Community College for the newly annexed area. Within the district in traditional credit, Palatine TWP has the highest percentage of its adult population attending Harper but the rate of penetration fell off this year. On the other hand the rate of penetration for both Schaumburg

(especially Hoffman Estates) and Elk Grove TWP's rose dramatically this year. Among in-district Continuing Education enrollment, the percentage of the adult population from the Barrington High School district attending Harper rose sharply and now this area has the highest population penetration ratio (3½ percent) of any area in Harper's district.

Some 83 percent of the traditional credit students are enrolled only at the main campus and five percent are enrolled only at Willow Park. In addition, nine percent are enrolled at more than one location which means that over half of the students enrolled on off-campus locations are attending at two or more locations. Meanwhile, 73 percent of the Continuing Education students attend only on the main campus. Moreover, eight percent of the Continuing Education students attend only at Barrington and seven percent attend only at St. Viator and seven percent attend only at Willow Park.

In considering transportation, 97 percent of Harper's students drive their own, their family or a company car. This means only three percent share rides with someone else or ride a bicycle or take public transportation. However, 30 percent of the traditional credit students and 19 percent of the Continuing Education students would prefer a car pool or public transportation.

Close to two-thirds of the students at Harper work full-time while attending here. Some 56 percent of the traditional credit students are independent and live away from their parents while 87 percent of the Continuing Education students are independent and live away from their parents.

The family income of students attending Harper tends to be under the income of the District population. For example, traditional credit independent students earn a median income of \$11,500 while only 14 percent earn over \$25,000. Meanwhile, the families of dependent traditional credit students earn a median income of \$23,000 and only 35 percent earned over \$25,000. Continuing Education students' family median income was \$19,000 and only 31 percent earned over \$25,000. All this is contrasted with the district population's median income of \$26,500 and 53 percent earn over \$25,000.

While about the whole population of the district is caucasian and English speaking, there is a small minority population. About one and a half percent of the traditional credit enrollment is non-caucasian and speaks another language at home. Continuing Education serves more of the minority population as six percent

of its enrollment are non-caucasian and four and a half percent speak another language at home.

A large number of Harper students have had post-secondary educational experience prior to enrolling here. Considering the traditional credit student body, some 43 percent have had some prior post-secondary education and ten percent have already achieved a bachelors degree or higher. Among Continuing Education students, 60 percent have had some type of post-secondary education prior to Harper and 29 percent have already achieved a bachelors degree or higher.

When students are asked how they first heard about Harper, the most frequently mentioned means were seeing the physical facility, hearing about Harper from parents, friends or relatives and receiving material from Harper in the mail. When asked what most convinced them to attend Harper, the most frequently mentioned reasons were convenience, specific programs desired and parents, friends and relatives. In addition, among Continuing Education students, materials received from Harper in the mail was an important convincer. It is interesting to note that low cost of education was not one of the principal factors. Finally, when asked where they received the greatest source of help, the most frequently mentioned means were the catalogue, brochures or letters received in the mail, other students and self searches. In addition, traditional credit students frequently mentioned counselors and faculty while Continuing Education students often referred to the semester schedule.

When considering students' plans while at Harper, 70 percent of the traditional credit students intended to return to Harper again and 23 percent planned to stay at Harper three or more years. Almost 60 percent of these traditional credit students are enrolled in a specific major field while 17 percent are searching for a new field. It is interesting to note that over the years the portion of students searching for a field has been declining. About a fifth of these students are taking courses for general interest while five percent are taking courses for retraining or refresher purposes. This year there was a sharp increase in the portion of students changing their major field.

Some 40 percent of the Continuing Education students planned to return to Harper again and 19 percent said they intended to enroll at Harper for at least three more years. About two-thirds of these Continuing Education students are taking courses for general interest which is an increase over the past while about a

fifth of the students are taking courses for retraining or refresher purposes. There has been a decline in the portion of students enrolling in a specific field or searching for a new field.

These students were also asked to share their plans for the future when they leave Harper. Among traditional credit students, three-fourths plan at least an associate degree while almost half (48%) plan at least a bachelors degree. Considering Continuing Education students, 30 percent plan at least an associate degree and 22 percent anticipate achieving at least a bachelors degree. With both types of students there has been a fall-off in the percentage of students planning to achieve a degree.

Immediately after leaving Harper, one-third of the traditional credit students plan to transfer to a four year college, 30 percent assume staying on their current job or seeking a promotion, 22 percent hope to obtain a new or better job, 11 percent are unsure, while four percent will just use their education for their own personal development. As would be expected, Continuing Education students have quite different plans upon leaving Harper. Some 54 percent anticipate staying on their present job or seeking a promotion while 15 percent hope to get a new or better job and only four percent plan to transfer. Moreover, 19 percent are using their education for their own personal development and eight percent are not sure of their goals.

Major Conclusion

The study uncovered some changes among the characteristics of students attending Harper. Female enrollment has continued to grow faster than male enrollment. The proportion of full-time students and day students continue to decline but the average age of students has stabilized. Out-of-district enrollment dropped sharply because of Oakton's change in chargeback policy but the percentage of the population of Schaumburg and Elk Grove Townships attending traditional credit courses increased sharply. Similarly, the proportion of the Barrington area's population enrolled in Continuing Education rose dramatically. About a sixth of traditional credit enrollment attends off-campus and over half of these students attend more than one campus. Almost a fourth of the Continuing Education students attend off-campus. Some two-thirds of Harper's students work full-time while enrolled here and students tend to be from families whose income is well

under the average for the entire district. Over half of the traditional credit students are independent and live away from home.

A surprisingly high proportion of Harper students have had some type of post secondary educational experience before attending Harper College and also a number have already achieved a bachelors degree. Convenience, relatives and friends, and specific programs have most convinced students to attend Harper. In addition for Continuing Education students, material mailed directly to their homes was an important factor. Interestingly, low cost was not a major factor in convincing students to attend Harper. A good point for Harper is that a large proportion of these students plan to continue at Harper for some time. Over the years there has been a decline in the percent of students searching for a new field and more students this year are enrolling in Continuing Education courses for just general interest reasons. Fewer students than in the past now plan to pursue degrees in the future. Over half of the traditional credit students plan to either begin a new or continue their present careers and less than a third plan to transfer after leaving Harper.

DETAILED RESULTS

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

	<u>Traditional Credit</u>									<u>Continuing Education</u>					
	<u>Respondents</u>			<u>Total Sample</u>			<u>Total Student Population</u>			<u>Respondents</u>			<u>Total Sample</u>		
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
Male	49.7	41.7	45.3	50.8	42.2	45.9	49.1	48.2	46.4	38.7	20.8	36.7	43.8	24.4	36.4
Female	50.3	58.3	54.7	49.2	57.8	54.1	50.9	51.8	53.6	61.3	79.2	63.3	56.2	75.6	63.6
Under 21	37.4	39.4	35.9	38.8	41.9	35.8	39.5	38.9	38.5	5.3	9.1	8.8	12.2	12.8	9.7
21 and over	62.6	60.6	64.1	61.2	58.1	64.2	60.5	61.1	61.5	94.7	90.9	91.2	87.8	87.2	90.3
Full-time	40.2	39.9	31.5	40.9	38.1	30.5	36.7	34.2	32.0	5.7	4.9	0	4.4	4.6	0
Part-time	59.8	60.1	68.5	59.1	68.9	69.5	63.3	65.8	68.0	94.3	95.1	100.0	95.6	95.4	100.0
Day	39.9	46.0	40.2	39.9	45.9	38.4	59.0	59.5	58.5	24.7	30.0	16.7	26.6	33.9	16.3
Evening	45.7	39.3	42.6	43.9	39.1	43.1	41.0	40.5	41.5	69.8	63.6	69.7	69.1	60.0	67.9
Combined	14.4	14.7	15.5	16.2	15.0	16.3				5.5	6.4	0	4.3	6.1	2.5
Weekend			1.7			2.2						13.7			13.3

<u>Total Student Population</u>		
	<u>1976</u>	<u>1977</u>
Males	34.0	34.2
Females	66.0	65.8
	100.0	100.0
Not specified	25.1%	1.1%

GEOGRAPHIC LOCATION OF STUDENTS

Traditional Credit Students

<u>Location</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>		
	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Harper Students	Population	Percent of population enrolled at Harper
Palatine TWP	3.16	3.00	2,102	72,000	2.92
Elk Grove TWP	2.58	2.29	2,668	92,400	2.89
Schaumburg TWP	2.60	2.54	2,707	100,000	2.71
Barrington H. S. District	2.66	2.61	528	22,500	2.35
Wheeling TWP	2.22	2.01	2,955	141,100	2.09
Total District	2.61	2.39	10,960	428,000	2.56
Number out-of-district	1,732	1,975	1,671		
Percent out-of-district	14.3	16.6	13.2		

Villages

Palatine	5.04	4.56	1,496	32,212	4.64
Hoffman Estates	3.35	3.25	1,140	33,575	3.40
Elk Grove	2.69	2.61	811	27,300	2.97
Arlington Heights	2.69	2.54	2,044	72,720	2.81
Wheeling	3.08	2.58	669	24,783	2.70
Rolling Meadows	3.05	2.64	553	22,000	2.51
Schaumburg	2.64	2.43	1,228	47,680	2.58
Mount Prospect	2.95	2.49	1,293	51,979	2.49
Buffalo Grove*	2.03	2.31	334	14,667*	2.28
Prospect Heights	.92	.95	126	12,500	1.01

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS

Continuing Education

<u>Location</u>	<u>1975</u>	<u>1976</u>	<u>1976</u>		<u>Percent of population enrolled at Harper</u>
	<u>Percent of population enrolled at Harper</u>	<u>Percent of population enrolled at Harper</u>	<u>Harper students</u>	<u>Population</u>	
Barrington H. S. District	2.54	1.64	774	22,500	3.44
Palatine TWP	1.47	1.74	1,467	72,000	2.04
Elk Grove TWP	1.19	1.26	1,418	92,400	1.54
Schaumburg TWP	1.20	1.07	1,467	100,000	1.47
Wheeling TWP	1.06	1.05	1,629	141,100	1.16
Total District	1.29	1.25	6,755	428,000	1.58
Number out-of-district	610	1,687	1,136		
Percent out-of-district	10.7	24.7	14.4		
<u>Villages</u>					
Palatine	2.40	2.92	962	32,212	2.99
Hoffman Estates	1.37	1.03	689	33,575	2.05
Rolling Meadows	1.44	1.37	413	22,000	1.88
Arlington Heights	1.26	1.31	1,139	72,720	1.57
Mount Prospect	1.28	1.12	777	51,979	1.50
Schaumburg	1.43	1.49	708	47,680	1.49
Elk Grove	1.35	1.55	373	27,300	1.37
Wheeling	1.51	1.93	329	24,783	1.33
Buffalo Grove*	1.97	1.04	120	14,667*	.82
Prospect Heights	.66	.06	92	12,500	.74

*Only portion which is in-district

Degree to Which Various Segments of District Population Enrolled At Harper

Traditional Credit Enrollment - Males

	<u>Fall Enrollment</u>			<u>Population*</u>			<u>Percent Enrolled</u>		
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1976</u>	<u>1977</u>	<u>1978</u>
17	32	0	0	3,785	4,054	4,193	.85	0	0
18	886	594	746	3,564	3,947	4,054	24.86	15.05	18.40
19	570	759	746	2,301	3,717	3,947	24.77	20.42	18.90
20-21	728	661	829	4,195	4,150	4,300	17.35	15.93	19.28
22-25	792	825	995	11,017	12,270	12,925	7.19	6.72	7.70
26-35	1,456	1,353	1,299	32,656	43,670	46,140	4.46	3.10	2.82
36-45	538	297	332	31,475	28,665	30,327	1.71	1.04	1.09
46 and over	<u>127</u>	<u>265</u>	<u>138</u>	<u>34,384</u>	<u>40,795</u>	<u>42,707</u>	<u>.37</u>	<u>.65</u>	<u>.32</u>
	5,129	4,754	5,085	123,377	141,268	148,593	4.16	3.37	3.42
Average age	26.0	26.2	25.1						

Traditional Credit Enrollment - Females

17	97	78	55	4,108	4,054	4,193	2.36	1.92	1.31
18	714	693	574	3,870	3,947	4,054	18.45	17.56	14.16
19	843	821	683	2,499	3,717	3,947	28.94	22.09	17.30
20-21	745	796	1,038	4,555	4,150	4,300	16.36	19.18	24.14
22-25	746	539	902	11,383	12,270	12,925	6.55	4.39	6.98
26-35	1,200	1,105	1,558	33,744	43,670	46,140	3.56	2.53	3.38
36-45	745	744	628	32,525	28,665	30,328	2.29	2.60	2.07
46 and over	<u>227</u>	<u>333</u>	<u>437</u>	<u>38,416</u>	<u>40,795</u>	<u>42,708</u>	<u>.59</u>	<u>.82</u>	<u>1.02</u>
	5,317	5,109	5,875	131,100	141,268	148,595	4.06	3.62	3.95
Average age	26.7	27.4	27.6						

*Population by age (20 and up) taken from Real Estate Research Population Projections for Harper College while 17, 18 and 19 year old population taken from school census data gathered from schools in the Harper district.

Degree to Which Various Segments of District Population Enrolled at Harper

Continuing Education Enrollment - Males

	<u>Fall Enrollment</u>			<u>Population*</u>			<u>Percent Enrolled</u>		
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
17-19	78	57	147	9,650	11,718	12,194	.81	.49	1.21
20-21	155	228	330	4,195	4,150	4,300	3.70	5.49	7.67
22-25	703	285	440	11,017	12,270	12,925	6.38	2.32	3.40
26-35	546	569	623	32,656	43,870	46,140	1.67	1.30	1.35
36-45	546	342	367	31,475	28,665	30,327	1.74	1.19	1.21
46 and over	<u>234</u>	<u>398</u>	<u>403</u>	<u>34,384</u>	<u>40,795</u>	<u>42,707</u>	<u>.68</u>	<u>.98</u>	<u>.94</u>
	2,262	1,879	2,310	123,377	141,268	148,593	1.83	1.33	1.55
Average age	32.1	34.9	33.0						

Continuing Education Enrollment - Females

17-19	126	163	238	10,477	11,718	12,194	1.20	1.39	1.95
20-21	127	270	436	4,555	4,150	4,300	2.79	.65	1.01
22-25	315	486	635	11,383	12,270	12,925	2.77	3.96	4.91
26-35	885	1,107	1,667	33,744	43,670	46,140	2.62	2.53	3.61
36-45	1,073	567	913	32,525	28,665	30,328	3.30	1.98	3.01
46 and over	<u>378</u>	<u>675</u>	<u>556</u>	<u>38,416</u>	<u>40,795</u>	<u>42,708</u>	<u>.98</u>	<u>1.65</u>	<u>1.30</u>
	2,904	3,268	4,445	137,100	141,268	148,595	2.22	2.31	2.99
Average age	35.6	34.5	33.0						

*Population by age (20 and up) taken from Real Estate Research Population Projections for Harper College while 17, 18, and 19 year old population taken from school census data gathered from schools in the Harper district.

	<u>Traditional Credit</u>		<u>Continuing Education</u>	
	<u>1977</u>		<u>1977</u>	
<u>Class Load Size</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Full-time	110	31.5	0	0
Part-time	239	68.5	150	100
Total	349	100.0	150	100
<u>When Students are Enrolled</u>				
Day only	140	40.2	25	16.7
Evening only	148	42.6	104	69.3
Weekends only	6	1.7	20	13.3
Mixture of times	54	15.5	1	.7
	348	100.0	150	100.0
<u>Where Students are Enrolled</u>				
Main campus only	290	83.1	110	73.3
Barrington High School only	3	.8	12	8.0
St. Viator only	8	2.3	10	6.7
Willow Park only	16	4.6	10	6.7
Other locations only	2	.6	6	4.0
A mixture of locations	30	8.6	2	1.3
	349	100.0	150	100.0

Demographic Factors of Students

	<u>Traditional Credit</u>			<u>Continuing Education</u>		
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
<u>Sex</u>						
Male	50.8%	42.2%	45.9%	43.8%	24.5%	36.4%
Female	49.2	57.8	54.1	56.2	75.5	63.6
Number responding	396	393	399	96	200	176
<u>Marital Status</u>						
Single	51.5%	55.8	56.5	25.3	33.8	25.5
Married	43.9	40.9	38.0	66.7	60.4	66.4
Divorced or separated	4.6	2.7	4.9	5.3	5.2	5.4
Widow or widower	-	.6	.6	2.7	.6	2.7
Number responding	326	337	347	75	154	149

<u>Age</u>	<u>Traditional Credit</u>			<u>Continuing Education</u>		
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
16	0	0	0	0	.7	.6
17	1.2	.9	.5		.6	1.7
18	15.3	12.7	12.0	.27	2.0	1.1
19	13.5	16.3	13.0	1.3	1.3	2.3
20	7.4	9.5	10.3	1.3	4.6	4.0
21	6.7	5.3	6.8	4.0	4.5	6.8
22-25	14.7	13.3	17.3	18.7	14.9	15.9
26-30	16.3	12.4	16.0	16.0	23.4	14.8
31-35	9.2	12.4	10.0	12.0	9.7	18.7
36-45	12.3	11.0	8.8	32.0	17.5	19.3
46-55	3.1	4.7	4.0	8.0	13.6	9.7
56-64	.3	1.5	.8	2.7	3.9	2.3
65 and over	0	0	.5	1.3	3.3	2.8
Number responding	326	338	399	75	154	176
Average age	26.2	27.0	26.4	34.2	34.5	33.4
<u>Children situation</u>						
Have no children	63.2	66.8	69.3	37.8	51.0	39.9
Have pre-schoolers at home	-	-	10.6	-	-	18.2
Have school age children at home	-	-	19.3	-	-	35.8
Have post high school youth at home	-	-	5.2	-	-	12.8
Have children who have left home	-	-	3.2	-	-	15.5
Number responding	321	337	348	74	151	148
<u>Present Full-Time Occupation</u>						
Managerial or executive	8.2	6.5	7.8	9.9	9.0	8.2
Professional	5.7	5.6	4.1	21.1	34.4	9.2
Sales professional	5.7	3.6	4.9	4.2	3.8	5.4
Semi-professional, technical	18.3	25.5	23.2	25.4	18.4	22.8
Semi-skilled	11.1	14.1	11.3	12.7	13.9	9.5
Skilled trade	6.6	2.6	6.4	1.4	2.1	6.8
Small business owner	.3	.5	.9	14.	.3	0
Supervisor or public official	5.1	3.4	2.6	5.6	4.2	4.8
Unskilled	7.0	4.7	2.3	2.8	2.8	3.4
Students no employed F-T	32.0	33.5	23.8	15.5	11.1	7.5
Homemaker and student	-	-	12.7	-	-	22.4
Number responding	316	322	345	71	144	147

	Traditional Credit		Continuing Education	
	1977		1977	
<u>Income of students who are independent of parents</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Less than \$5,000	85	27.5	16	12.6
\$5,000 to \$6,999	18	5.8	3	2.4
\$7,000 to \$8,999	20	6.5	4	3.1
\$9,000 to \$9,999	12	3.9	4	3.2
\$10,000 to \$11,999	27	8.7	8	6.3
\$12,000 to \$14,999	27	8.7	12	9.4
\$15,000 to \$19,999				
\$20,000 to \$24,999	38	12.3	25	19.7
\$25,000 to \$29,999	39	12.6	19	15.0
\$30,000 to \$34,999	10	3.2	10	7.9
\$35,000 to \$39,999	11	3.6	4	3.1
\$40,000 and over	<u>11</u>	<u>3.6</u>	<u>8</u>	<u>6.3</u>
Total	309	100.0	127	100.0
Median income	\$11,444		\$18,300	
Mean income	\$14,299		\$19,520	
Percent over \$25,000	14%		28.3%	
<u>Income of parents of dependent students</u>				
Less than \$5,000	1	1.4	0	0
\$5,000 to \$8,999	2	2.8	0	0
\$9,000 to \$12,999	5	7.0	0	0
\$13,000 to \$16,999	6	8.5	0	0
\$17,000 to \$20,999	10	14.1	0	0
\$21,000 to \$24,999	22	31.0	1	14.3
\$25,000 to \$29,999	15	21.1	4	57.1
\$30,000 to \$34,999	3	4.2	1	14.3
\$35,000 to \$39,999	1	1.4	1	14.3
\$40,000 and over	<u>6</u>	<u>8.5</u>	<u>0</u>	<u>0</u>
Total	71	100.0	7	100.0
Median income	\$23,606		\$28,125	
Mean income	\$23,606		\$29,000	
Percent over \$25,000	35.2%		85.7%	
Community data 1977 - Median family income	\$26,586			
Percent of families over \$25,000	52.7%			

<u>Language Used Most at Home</u>	<u>Traditional Credit</u>			<u>Continuing Education</u>		
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
English	98.0%	96.2%	98.6%	37.7%	99.7%	95.6%
Spanish	0	.7	.4	2.3	.3	1.0
Italian	.5	.6	.3	0	0	0
Polish	0	.3	.3	0	0	.3
Ukranian	-	-	.3	-	-	0
German	0	.4	.1	0	0	.7
Japanese	0	0	0	0	0	.7
Korean	.1	1.5	1.3	0	0	.7
Chinese	0	0	0	0	0	.4
Yugoslavian	0	0	0	0	0	.3
Portugese	0	0	0	0	0	.3

Primary Ethnic Background

White caucasian	93.0	95.9	98.2	97.4	100.0	93.8
Latino, Mexican American	2.7	2.3	1.2	2.6	0	2.1
Black American	.5	.3	.6	0	0	.7
Foreign students "F" or "J" visa	1.1	.3	0	0	0	.7
Asian American	2.7	1.2	0	0	0	2.7
Number responding	185	325	338	38	149	146

Financial Independence from Parents

Not independent, live with parents	36.1	36.0	30.4	4.9	9.3	7.4
Independnet but live with parents	12.3	16.2	14.0	11.5	13.7	6.0
Independent, live away from parents	51.0	47.8	55.6	83.6	77.0	86.6
Not independent, live away from parents	.6	.0	0	0	0	0
Number responding	310	314	349	61	139	149

<u>Means of Transportation to Harper</u>	<u>Traditional Credit</u>		<u>Continuing Education</u>	
	<u>1977</u>	<u>1977</u>	<u>1977</u>	<u>1977</u>
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Drive my own car	303	87.6	132	89.2
Use family car	33	9.5	11	7.4
Ride with someone else	4	1.2	3	2.0
Car pool	3	.9	0	0
Bicycle	1.5	.4	0	0
Harper bus	1	.3	0	0
Motorcycle	.5	.1	0	0
Drive company car	0	0	1	.7
Take car	0	0	1	.7
	346	100.0	148	100.0

<u>Length of Time Planned to Stay at Harper as Student</u>	<u>Traditional Credit</u>			<u>Continuing Education</u>		
	<u>Percent</u>			<u>Percent</u>		
More than three years	11.5			16.5		
Three years	11.5			2.2		
Two years	27.2			7.9		
One year	19.6			13.0		
Just this semester	29.6			60.4		
I am finished now	.6			0		
Number responding	331			139		
<u>Plans for a Major Field</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
Have had one major field since attending Harper	58.4	63.1	56.8	17.5	12.5	14.2
Have changed major fields or plan to change major field	6.9	5.4	13.6	3.2	2.2	7.1
Do not need major field of study	19.9	18.9	12.6	60.3	70.9	63.1
Transfer student entering a new field	1.6	1.8	.6	0	.4	.7
Bachelor's degree student entering a new field	7.5	4.6	4.9	9.5	7.4	7.8
Number responding	305	325	338	63	136	141
<u>Highest Degree Planned</u>						
No degree	14.2	13.7	21.2	39.1	47.2	69.7
Unsure	.9	0	2.4	2.9	0	.7
Associate degree	30.4	32.9	28.0	20.3	16.9	7.8
Bachelor's degree	30.4	33.7	33.3	23.2	19.7	13.4
Master's degree	19.3	17.6	12.7	14.5	11.3	7.7
Ph.D., Ed.D. or L.L.D.	4.8	2.1	2.4	0	4.9	.7
Number responding	306	328	339	69	142	142

Establishing a Relationship with Harper

<u>How Student First Heard About Harper</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
Saw the campus or live close to the campus	10.7	7.7	27.7	6.7	12.6	27.9
Parents or friends or relatives	32.8	35.5	23.2	12.0	20.0	24.0
Materials received from Harper in mail	14.4	16.3	13.0	48.0	31.6	18.6
Can't remember when first heard about Harper	21.2	17.0	8.6	17.3	13.0	5.0
Literature at the high school	7.1	8.3	7.5	3.3	4.7	5.5
High school counselor	3.4	3.8	6.0	0	2.3	1.6
Newspaper articles or advertising	8.3	6.9	5.0	10.7	9.7	8.6
Inquiries for special program	0	.6	3.8	.7	.7	3.4
Heard about it through work	1.2	3.0	3.1	1.3	3.3	2.7
Real estate agent or Welcome Wagon	0	0	9	0	.7	2.0
Harper area cooperative program	.3	.0	.6	0	0	0
Talked to Harper counselor	.3	.3	.3	0	.7	0
Referendum or tax bill	0	0	.3	0	.7	0
Visit by Harper representative to high school	.3	0	0	0	0	0
Senior citizens center	-	-	0	-	-	.7
Number responding	326	338	347	75	150	147

<u>What or Who Most Convinced Student to Attend Harper</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
It is so convenient to get to I could get specific program or course	32.2	23.7	27.5	30.7	27.4	16.5
Parents, friends or relatives	18.9	20.1	20.1	22.8	22.3	28.7
It is so inexpensive	10.7	21.0	12.4	5.7	17.7	12.7
No particular reason or my own personal motivation	15.3	12.2	10.5	8.0	7.4	3.8
Material received from Harper in mail	12.8	7.7	6.5	9.0	6.3	8.8
It's a good place to find direction in your life	2.7	2.1	5.0	19.3	10.8	20.0
A visit to Harper's campus talking to faculty or counselors	0	.3	3.8	0	0	.2
It is easy to transfer courses to a four year college	1.6	2.3	2.7	0	0	0
Literature at work, supervisor, fellow employees or professional association	.8	.6	2.5	0	0	0
High school counselor	1.1	2.9	2.5	0	2.3	2.0
Wanted to use VA benefit	.8	1.3	1.8	0	0	2.2
Harper is better than closest community college	.3	0	1.4	0	0	0
Harper area cooperative program	.3	.6	1.3	0	0	.7
Literature in the high school	.3	0	.7	0	0	0
Facilities on the campus impressed them	.8	1.2	.5	1.1	.6	.2
Newspaper articles or advertisements	.8	3.2	.5	0	0	1.9
Scholarships available	.6	.2	.3	3.4	4.6	2.3
Worked at Harper	0	.3	0	0	0	0
Number responding	0	.3	0	0	0	0
	366	335	345	88	175	148

	<u>Traditional Credit</u>		<u>Continuing Education</u>			
<u>Preference for Public Transportation or Car Pool</u>	<u>1977</u>		<u>1977</u>			
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>		
Would prefer public transportation or car pool	105	30.4	28	19.0		
Prefer to drive to campus by themselves	238	69.0	119	81.0		
Not sure	<u>2</u>	<u>.6</u>	<u>0</u>	<u>0</u>		
	345	100.0	147	100.0		
 <u>Preference for Car Pool</u>						
Would prefer to be contacted for a car pool	70	20.4	28	19.3		
Not interested in car pool	274	79.6	116	80.0		
Not sure	<u>0</u>	<u>0</u>	<u>1</u>	<u>.7</u>		
	344	100.0	145	100.0		
 <u>Highest Educational Level Attained Prior to Attending Harper</u>						
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
Some high school	.3	.6	1.4	5.4	2.0	10.9
High school graduate	60.1	61.4	53.2	33.8	35.6	28.6
GED equivalency diploma	1.3	3.6	2.6	1.4	.7	0
Technical or business school graduate	3.1	3.3	2.3	0	6.0	5.4
Some college	22.1	21.3	27.6	24.3	18.8	21.1
Associate degree	1.9	1.5	1.7	8.1	2.0	2.1
Some hours beyond associate degree	.9	1.8	1.4	0	.7	2.0
Three year nursing degree	0	0	0	0	1.3	.7
Bachelor's degree	9.4	5.9	7.8	23.0	22.2	23.1
Master's degree or higher	.9	.6	2.0	4.0	10.7	6.1
Number responding	321	336	348	74	149	147

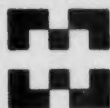
Sources From Which Greatest Help
Was Received in Obtaining Needed
Information at Harper

	<u>Traditional Credit</u>			<u>Continuing Education</u>		
	<u>1975</u>	<u>1976</u>	<u>1977</u>	<u>1975</u>	<u>1976</u>	<u>1977</u>
College catalogue			21.7			11.0
College semester schedule	(23.7	(29.7	6.1	(19.8	(20.1	14.8
Counselors	17.8	21.8	14.9	8.6	5.3	2.6
Brochures or letters received in mail	16.2	14.1	11.6	46.9	49.1	28.7
Other students	19.0	13.9	11.3	4.9	4.2	8.8
Faculty	14.4	10.3	10.6	3.7	5.3	6.7
Found information I needed on my own	1.3	1.5	10.3	0	1.2	9.2
Newspaper releases	5.5	4.8	5.0	16.1	13.0	5.5
Admissions office	.8	.9	3.0	0	.6	3.5
Relatives or friends	.5	.6	1.9	0	0	5.1
Employer or fellow workers	0	1.5	1.2	0	0	1.0
Career Development course	0	0	.8	0	.6	.2
Posters or bulletin board	0	.3	.7	0	0	.8
Other Harper staff	-	-	.6	-	-	-
Library	0	.3	.3	0	0	.7
Senior Citizens center	-	-	0	-	-	.7
Didn't receive enough information	-	-	0	-	-	.7

What Student Plans to
Do When They Leave Harper

	<u>1977</u>		<u>1977</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Transfer to another educational institution	114	33.3	5.5	3.8
Continue on same job	98.5	28.7	75	52.3
Obtain a job	69	20.1	18	12.4
Not sure	37.5	10.9	12	8.3
Become or continue on as a homemaker	8	2.3	25.5	17.6
Use education for own personal development	6	1.8	2	1.4
Obtain a promotion	4.5	1.3	2	1.4
Obtain a better job	4.5	1.3	2	1.4
Continue at Harper indefinitely	1	.3	1	.7
Return to workforce after a period of non-employment	0	0	1	.7
Total	343	100.0	145	100.0

APPENDIX



William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

OFFICE OF PLANNING AND RESEARCH
December 12, 1977

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain more information on our student body.

To that end we are send you the enclosed questionnaire as a part of a sample of Harper students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper serve its community better.

Sincerely,

John A. Lucas
Director

Enclosure

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex

_____ Male _____ Female

2. Marital Status

_____ A. Single _____ C. Divorced
_____ B. Married _____ D. Widow or widower

3. Age

_____ A. 16	_____ H. 26-30
_____ B. 17	_____ I. 31-35
_____ C. 18	_____ J. 36-45
_____ D. 19	_____ K. 46-55
_____ E. 20	_____ L. 56-64
_____ F. 21	_____ M. 65 and over
_____ G. 22-25	

4. Your present full-time occupation. If retired or inactive, mark previous occupation.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full-time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper?

_____ A. Transfer to another educational institution
_____ B. Obtain a job
_____ C. Continue on same job as I have now
_____ D. Become or continue on as a homemaker
_____ E. I am not sure
_____ F. Other (specify) _____

6. Primary ethnic background

- ☐ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
- ☐ B. Native American/American Indian descent
- ☐ C. Black American/or Afro American descent
- ☐ D. Chicano/Mexican American
- ☐ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
- ☐ F. White American of European descent
- ☐ G. Foreign students who carry F or J visa
- ☐ H. I prefer not to answer this question

7. Your total income last year exclusive of parents (include spouse if married)

- | | |
|---|---|
| ☐ A. Less than \$5,000 | ☐ G. \$15,000 - \$19,999 |
| ☐ B. \$5,001 - \$6,999 | ☐ H. \$20,000 - \$24,999 |
| ☐ C. \$7,000 - \$8,999 | ☐ I. \$25,000 - \$29,999 |
| ☐ D. \$9,000 - \$9,999 | ☐ J. \$30,000 - \$34,999 |
| ☐ E. \$10,000 - \$11,999 | ☐ K. \$35,000 - \$39,999 |
| ☐ F. \$12,000 - \$14,999 | ☐ L. \$40,000 and over |

8. Transportation (check only your primary mode)

- | | |
|--|---|
| ☐ A. Drive my own car | ☐ F. Bicycle |
| ☐ B. Ride with someone else | ☐ G. Would prefer public transportation or would like to be contacted for car pool |
| ☐ C. Use family car | |
| ☐ D. Car pool | |
| ☐ E. Motorcycle | |

9. Would you prefer public transportation or would you like to be contacted for a car pool?

- ☐ A. Yes
- ☐ B. No

10. Would you like to be contacted for a car pool?

- ☐ A. Yes
- ☐ B. No

11. What is the highest educational level you attained prior to attending Harper?

- ☐ A. Some high school
- ☐ B. High school graduate
- ☐ C. GED equivalency diploma
- ☐ D. Technical or business school graduate
- ☐ E. Some college
- ☐ F. Associate degree - community college degree
- ☐ G. Some hours beyond associate degree
- ☐ H. Bachelor's degree (B.A. or B.S.)
- ☐ I. Master's degree
- ☐ J. Ph.D. or Ed.D. - doctorate

II. FAMILY INFORMATION

1. Which language is most used at home?

- | | | |
|-------------------------------------|--|--|
| ☐ A. English | ☐ F. Polish | ☐ K. Chinese |
| ☐ B. Spanish | ☐ G. Russian | ☐ L. Vietnamese |
| ☐ C. French | ☐ H. Greek | ☐ M. Korean |
| ☐ D. German | ☐ I. Scandinavian | ☐ N. Other |
| ☐ E. Italian | ☐ J. Japanese | (specify) _____ |

2. What age children do you have? Check (✓) all which apply.

- ☐ A. Have no children
☐ B. Have pre-schoolers at home
☐ C. Have school age children at home
☐ D. Have post high school children at home
☐ E. Have children who have left home

3. Are you financially independent (less than \$600 from parents and not listed as income tax dependent)?

- ☐ A. Yes - live away from parents
☐ B. No - live with parents
☐ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your father and mother's income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents.)

- | | |
|--|--|
| ☐ A. Less than \$5,000 | ☐ F. \$21,000 to \$24,999 |
| ☐ B. \$5,001 to \$8,999 | ☐ G. \$25,000 to \$29,999 |
| ☐ C. \$9,000 to \$12,999 | ☐ H. \$30,000 to \$34,999 |
| ☐ D. \$13,000 to \$16,999 | ☐ I. \$35,000 to \$39,999 |
| ☐ E. \$17,000 to \$20,999 | ☐ J. \$40,000 and over |

III. ESTABLISHING A RELATIONSHIP WITH HARPER

1. How did you first hear about Harper? Check (✓) one.

- ☐ A. Parents or friends
☐ B. Literature at the high school
☐ C. Literature at work
☐ D. High school counselor
☐ E. Saw the campus or live close by
☐ F. Newspaper articles or advertising
☐ G. Semester schedule received from Harper in the mail
☐ H. Harper area career cooperative program
☐ I. Can't remember when I first heard about Harper
☐ J. Visit by Harper representative to my high school
☐ K. Heard about Harper through employees where I work
☐ L. Talked to Harper counselor of faculty
☐ M. Real estate agent or Welcome Wagon
☐ N. Wanted specific program - found Harper had it
☐ O. Brochures or letters received from Harper in mail
☐ P. Other (specify) _____

2. What or who most convinced you to first attend Harper?

- ☐ A. Parents or friends
- ☐ B. Literature at the high school
- ☐ C. Literature at work
- ☐ D. High school counselor
- ☐ E. The fact that it was so inexpensive
- ☐ F. The fact that it is so convenient to get to
- ☐ G. Semester schedule received from Harper in the mail
- ☐ H. The facilities on the campus impressed me
- ☐ I. A visit to Harper's campus talking to faculty or counselors
- ☐ J. Harper area career cooperative program
- ☐ K. Newspaper articles or advertisements
- ☐ L. The fact that I could get the specific program or course(s) which I wanted
- ☐ M. No particular reason
- ☐ N. Brochures or letters received from Harper in mail
- ☐ O. I found it was easy to transfer courses to a four year college
- ☐ P. Employees at work convinced me
- ☐ Q. Wanted to use V.A. benefits
- ☐ R. Harper is better than closest community college
- ☐ S. Scholarships available
- ☐ T. It is a good place to find direction for your life

IV. GOALS AT HARPER

1. Which of the following best indicates why you enrolled at Harper?

- ☐ A. To enroll in a specific major field (specify field)
- ☐ B. To search for a major field of interest
- ☐ C. To take courses for general interest
- ☐ D. For retraining or refresher purposes

2. ☐ Full-time students (12 hrs. or more) ☐ Part-time student

3. When are you enrolled?

- ☐ A. All courses are in day - 7 AM to 5 PM
- ☐ B. All courses are in evening - 5 PM to 11 PM
- ☐ C. All courses on weekends
- ☐ D. A mixture of times - ☐ credit hours in day and
☐ credit hours in evening
☐ credit hours on weekend

4. Where are you enrolled?

- ☐ A. All courses on main campus in Palatine
- ☐ B. All courses at Barrington High School
- ☐ C. All courses at St. Viator
- ☐ D. All courses at Willow Park
- ☐ E. All courses at another off-campus location
- ☐ F. A mixture of locations - ☐ credit hours main campus
☐ credit hours Barrington H.S.
☐ credit hours St. Viator
☐ credit hours Willow Park
☐ credit hours other locations

5. Please indicate how long you presently plan on attending Harper College.

- ☐ A. More than three years
- ☐ B. Three years
- ☐ C. Two years
- ☐ D. One year
- ☐ E. Just this semester

6. Which of the following statements applies to you? Check (✓) one.

- ☐ A. I have a definite major field which has remained unchanged since entering Harper.
- ☐ B. I have changed fields since entering Harper.
- ☐ C. I plan to change my major field in the near future.
- ☐ D. I do not have a major field of study and do not need one presently.
- ☐ E. I am searching for a field.
- ☐ F. I am a transfer student and am entering a different curriculum at Harper.
- ☐ G. I have a bachelor's degree or higher and am starting a new program at Harper.

7. Highest degree planned.

- ☐ A. Associate - community college degree
- ☐ B. Bachelor's (B.A. or B.S.)
- ☐ C. Master's (M.A. or M.S.)
- ☐ D. Ph.D. or Ed.D.
- ☐ E. None - no degree

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College?

- ☐ A. Faculty
- ☐ B. Counselors
- ☐ C. Brochures
- ☐ D. College catalogue
- ☐ E. Other students
- ☐ F. Newspaper release
- ☐ G. Semester schedule
- ☐ H. Employer or fellow workers
- ☐ I. Find information I need on my own
- ☐ J. Admissions office
- ☐ K. Relatives or friends
- ☐ L. Posters or bulletin board
- ☐ M. Library
- ☐ N. Career development courses
- ☐ O. Other (specify) _____

UNIVERSITY OF CALIF.
ANGELES

JUN 8 1979

CLEARINGHOUSE FOR
JUNIOR COLLEGES